

“CHILDREN LIVE WHAT THEY LEARN” BY DOROTHY LAW NOLTE

1. Uwagi ogólne

Ćwiczenia opierające się na wierszu *Children Live What They Learn* są adresowane do studentów kierunków humanistycznych. Sprawdzą się na filologiach, filozofii, socjologii, religioznawstwie, kulturoznawstwie, psychologii, pedagogice, resocjalizacji itp.

2. Poziom zaawansowania: B1/B2/C1

3. Czas trwania opisanych ćwiczeń: 30–45 minut, w zależności od realizacji wszystkich proponowanych ćwiczeń bądź tylko niektórych z nich

4. Cele dydaktyczne

- powtórzenie i utrwalenie materiału gramatycznego z zakresu zdań warunkowych,
- poszerzenie słownictwa,
- rozwijanie sprawności mówienia (*speaking*), np. wygłaszania sądów, opinii, zabierania głosu w dyskusji, i kreatywnego pisania (*discursive essay*).

5. Uwagi i sugestie

Materiał może służyć jako uzupełnienie przy powtórzeniu i konsolidacji wiedzy na temat zdań warunkowych.

“Children Live What They Learn” – Dorothy Law Nolte (an adapted version)

Source: <http://www.youtube.com/watch?v=CQtWhBwWtQc>; <http://www.blinn.edu/socialscience/LDThomas/Feldman/Handouts/0801hand.htm>, access: 17 February, 2013.

1. (optional lead-in). Begin by asking the whole class some general questions:

1. Do you like poetry? Why (not)?
2. Do you (ever/often/sometimes) read poetry?
3. If you read poetry, why do you do it?
4. On what occasions do you read poetry?
5. Do you think it is important to read poetry?
6. Have you ever learnt a poem by heart? Why? What for?
7. Do you ever read poetry in English?
8. Do you remember any good lines, can you quote some?
9. Do you think you can learn grammar from poems?
10. Do you think you can learn about life from poems?

2. Divide the class into groups of three or four. Give each group a set of 22 lines from the poem. It helps if the print is enlarged before making copies and cutting them. Students work in groups to put the lines in the correct order and thus receive 11 logical sentences. They have to discuss each option in terms of being the most probable solution.

Monitor the students' work by walking between groups and asking them some leading questions or pointing to the wrong solutions. Tell them there are no rhymes in the poem so they have to use their instinct looking for logical consequences only. Help with new vocabulary being ready to explain “condemn”, “hostility”, “ridicule”, “shame”, “confidence”, “praise” and any other words they might ask about.

3. When all groups are ready supply them with uncut versions and read through the poem with the whole class. Make sure they understand the message behind each statement from the poem.

Ask the students if they find any of the statements surprising, questionable or inadequate. Ask which ones they disagree with and why.

4. Ask the students what grammar structure is illustrated by the poem. Elicit the use of conditional sentences, type 0. Drill transforming the sentences into conditional sentences, types 1, 2 and 3. It can be done in the form of reciting the poem three times in a row by three different groups where students take turns to read the sentences (one student reads one sentence). The best performing group may be rewarded by some recognition points or in any other way depending on the invention of the teacher.

5. Ask the students to use the cut versions again rearranging the sentences in such a way that positive/optimistic statements are grouped together and the negative/pessimistic ones make another group. The result should be: four pessimistic statements and optimistic ones.

Ask the students how the negative statements could be turned into positive messages with the use of one simple linking word. Help by pointing out that the word is used in writing to introduce contrast. The key word is “HOWEVER” or “BUT”.

6. Tell the students the author of the poem was a writer and family counselor who obtained a PhD. Inform them there are many different versions of the same poem and ask the interested students to search for as many versions as possible as well as for more information about the author. Volunteers can tell the class about the results of their research next time.

7. Set a writing assignment for homework asking the students to write an discursive essay on the statement of their choice from the poem.